DOCUMENT RESUME

ED 145 619 EC 102 561

AUTHOR	Pokorni, Judith
TITLE	Screening and Assessment Instruments.
INSTITUTION	Maryland Univ., College Park. Head Start Regional Resource and Training Center.
SPONS AGENCY	Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE	77
CONTRACT	HEW-ASD-3-77
GRANT	HEW-H-3006
NOTE	59p.; for related information, see EC 102 558-562
AVAILABLE FROM	Head Start Resource and Training Center, 4321 Hartwick Road, Room L-220, College Park, Maryland 20740 ($3.50) Send checks payable to: The University of Maryland
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Behavior Rating Scales; *Classroom Observation Techniques; Diagnostic Teaching; *Diagnostic Tests; *Early Childhood Education; *Handicapped Children; Informal Assessment; Observation; *Screening Tests; Student Evaluation
IDENTIFIERS	*Project Head Start

ABSTRACT

Screening and assessment procedures are described for Head Start personnel. An initial chapter focuses on the importance of teacher observation and discusses the uses of behavior checklists. Part II presents an annotated list of 18 screening instruments with information on the developer or distributor, the age range of children to be screened, administration method, purpose, and subtests. Suggestions are made for adapting a screening instrument, and a sample of one Head Start program's rating scale is included. Six diagnostic/prescriptive instruments are reviewed in Part III. A publishers' list is appended. (CL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED145817

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Judith Pokorni
Mental Health/Services to Handicapped
Specialist

SUMMER, 1977

SCREENING & ASSESSMENT INSTRUMENTS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Judith Pokorni

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

HEAD START RESOURCE AND TRAINING CENTER

Mental Health/Services to Handicapped Component

Conferences and Institutes Division

University of Maryland University College

ACKNOWLEDGEMENTS

The Mental Health/Services to Handicapped Children Specialist would like to acknowledge the help and the contribution of a number of persons to the development of this booklet. Anne Wujcik, consultant to the Head Start Resource and Training Center, contributed greatly to the initial research on the screening and assessment insturments listed in this booklet. Joni Cohan, former Handicapped Coordinator, was very helpful through her input on several drafts and, in particular, in developing the section on adapting referral and screening instruments to meet the needs of the local program. Much of the information in Part I: Teacher Observation, was gleaned from the Minnesota OCD BEH Collaboration Project in St. Paul, Minnesota. This project provided much information and encouragement to the handicapped component of the Resource and Training Center. Finally, Nancy Chapman, secretary to the Mental Health/Services to Handicapped Children component, is to be admired and thanked for her enthusiasm and skill in typing and preparing this booklet for printing.

Additional Copies Available @ $3.50 per copy

Send checks payable to: THE UNIVERSITY OF MARYLAND

Head Start Resource and Training Center
4321 Hartwick Road, Room L-220
College Park, MD 20740

Prepared under Contract Number HEW-ASD-3-77

CONTENTS

		Page
Introduction		1
SECTION I:	TEACHER OBSERVATION	
	• The Teacher As Observer	4
	• Observation Is A Natural	5
	• Guides for Looking At Children In The Home and Classroom: Behavior Checklists	8
	• Sources of Additional Information	17
SECTION II:	SCREENING DEVICES	
	• Choosing a Screening Instrument	18
	• Screening for Referrals	19
	• Screening for Developmental Levels	22
	• Screening for Pre-Academic Levels	27
	• Adapting a Screening Instrument	29
SECTION III:	DIAGNOSTIC/PRESCRIPTIVE INSTRUMENTS	
	• Diagnostic/Prescriptive Instrument	44
SECTION IV:	APPENDICES	
	• Publisher's List	49
	• Bibliography	53

INTRODUCTION

A booklet on observing, screening and assessing children's development must begin with some mention of overall program goals. The Head Start Performance Standards set the overall goals for programs. Each program interprets these goals and objectives. Sometimes this occurs unconsciously and informally. It is, however, important for staff and parents to discuss the goals they have in mind for their children's preschool experience and attempt to reach some consensus. If this does not happen, one teacher may design activities with one goal in mind, and other teachers will have other goals in mind.

Some programs choose as their priority the development of specific preschool skills. They measure the success of their program by the child's ability to attend in a group setting and by his/her pre-math and pre-reading skills. Another program emphasized the development of the child's self-concept or sense of independence. Still another emphasizes the child's ability to solve problems and learn from new situations.

In any event, when the staff knows what it wants to promote and develop in its children, it will be easier to move ahead and choose the instruments that reflect those goals most clearly. It will also be much easier to implement teaching strategies to develop the skills that have been chosen as priority skills.

Once program priorities have been clarified, each teacher must forge ahead and individualize his/her strategies and objectives to meet the needs of each child. This is not an easy task and continues until the last day of school.

Individualizing is really the process of developing a program of activities designed to meet the needs of each child. The process includes several steps:

- Assessing the child's needs
- Developing objectives or goals for each child
- Developing and implementing specific activities to accomplish these goals
- Evaluating the child's progress

This process occurs over and over again each day. The teacher observes, for example, that one child experiences great difficulty taking off his coat when he comes to the group while another child can do it with no help. She helps the child who has difficulty and lets the other child do it alone. She has "individualized" according to each child's stage of development.

This booklet has been developed to help the teacher insure that individualizing is done for all the children to as great a degree as possible. It will focus on the first step: assessing the child's needs.

Assessing the Child's Needs

This first phase, assessing the child's needs, is essentially an information gathering process. The teacher needs as much information as possible about the child: what he/she can do, what he/she cannot do, special physical problems, etc.

There are many ways in which the teacher can get this information. Three major methods include:

1. Teacher Observation

2. Screening devices and behavior checklists

3. Indepth diagnostic/prescriptive instruments

Teacher Observation

This booklet is divided into three corresponding sections. Part I, Teacher Observation, briefly discusses teacher observation and directs the reader to several excellent references on the topic. This short discussion should not be interpreted as minimizing the importance of teacher observation. It is in fact, an essential process that continues on a daily basis. The teacher must continually refine his/her ability to observe and to analyze the information collected. Only then can he/she adequately individualize the program activities for each child.

Screening Devices

Part II -- Screening Devices and Behavior Checklists --focuses on specific tools which are useful in spotting possible handicapping conditions. These tools identify children who need further indepth testing and evaluation. Since these instruments are really refinements of teacher observation skills, there is some overlap of materials. Information on informal checklists is discussed in Part I as part of the focus on teacher observation but is applicable to the information presented in Part II.

This section contains an annotated list of screening devices which is divided into two groups:

1. Short instruments helpful in identifying children with suspected handicapping conditions and who should be referred for further testing;

2. Longer instruments which identify possible problems and which can be used as pre- and post-test. That is, the test can be given at the beginning of the year to determine the level at which the child is functioning. After three or four months the test can be readministered to determine the progress the child has made.

Finally, Part II includes a discussion of how a local program took one of the screening instruments and adapted it to suit their own purposes. An example of the resulting product is included.

Diagnostic/ Prescriptive Instruments

Part III briefly discusses diagnostic/prescriptive instruments. These instruments assess the child's skill levels in various areas. In addition, they provide the teacher with a program of sequenced activities for children at each stage of development.

Appendices

Part IV includes a bibliography of several books that offer more information on screening and assessing children's needs. This part also includes a Publisher's List of the companies which publish the devices discussed in this booklet. Whenever possible, prices for the instruments are included. However, since prices are subject to change, they are included merely to give the reader an indication of general price range.

No matter what instrument is finally chosen, the staff must adapt it to fit the needs and goals of the individual program. This can be a difficult process, but the end result will be well worth the effort. It is only with accurate and adequate information on a child's strengths and weaknesses that an effective, individualized program can be designed. The information gathered through observation and screening and assessment instruments enables staff to provide appropriate activities. It is hoped that this booklet will facilitate that process, thus assuring the childrens' growth and development.

SECTION I

TEACHER OBSERVATION

THE TEACHER AS OBSERVER *

Head Start teachers can play a significant role in early identification of potentially handicapping conditions. The teacher sees the child daily in a social context which allows for comparison with the child's peers; also, the teacher sees the child for a longer time and in more varied situations than most other persons, excluding the child's parents or caregiver. However, teachers should remember that the child's diagnosis is made by a professional trained to do just that -- whether pediatrician, ophthalmologist, psychologist, etc. The teacher's role can be to provide data to the professional about the child's behavior in various developmental areas and in various settings.

Cautions to the Teacher

Teachers' judgments carry substantial weight but are not definitive diagnoses of disorders. To help teachers guard against making judgments that might be damaging to the child, the following points should be considered:

1. Look at the conditions or environment in which the child's behavior occurs. For instance, a child who seems "never" to pay attention may in fact only be doing so in group activities. An observant teacher can then start to check whether the child may have hearing difficulties.

   In another instance, a "disruptive" child may be receiving certain responses from a teacher or other children which reinforce the disruptive behavior. To get a total picture of the child, the teacher must sensitively and systematically observe the child, his environment, and his interactions with other persons.

2. Look at degree rather than just kind of potentially disabling condition. All children (and adults) occasionally engage in behaviors which could be considered inappropriate or maladaptive.

3. Remember that checklists provide only one means of systematically looking at a child--they are not an end in themselves. Checklists should stimulate teachers in developing individualized programs to help meet the needs of each child.

* Developed by Joni Cohan, former Coordinator for Handicapped Services, Head Start Resource and Training Center.

OBSERVATION IS A NATURAL*

Teachers have the opportunity to observe children during normal activities in the classroom over a period of time. In making observations, it is usually unnecessary to set up a special activity which is different from the classroom curriculum. Here are a few examples in the areas of vision, hearing, and social/emotional development, to show how teachers can make observation a natural part of their daily routines.

Areas of Development To Be Observed

Vision

When the child is looking at books, building with blocks, working puzzles, or sorting colors, he is working on visual tasks that require good close vision. Good distance vision is needed for running and climbing on the playground, seeing pictures on the bulletin board, and recognizing things and people across the room. Watch the child while he is doing visual tasks. Does he look directly with open eyes on what he is doing, or does he squint or tilt or turn his head to look at an angle? Does his body seem tense during visual tasks? These and any other unusual actions during visual tasks may indicate a problem.

Hearing

Observe the child during activities in which he must listen, such as following directions, repeating rhymes, and listening to stories. Does the child turn toward you when you call his name softly? What does he do when there is a sudden loud noise? He may not hear it at all, or he may become extremely excited because he did hear it. A loud sound may frighten a child who is used to silence. During music or story time, he may not pay attention at all and disrupt the class because he cannot hear the music or story.

Because hearing loss interferes with communication, observe the child when he is speaking and listening. Many hearing impaired children have speech problems because they do not hear well enough to learn good speech. Others will speak very little and will use gestures to communicate. Watch what the child does when you talk directly to him; many hearing impaired children will watch the speaker's face very closely and respond to facial expressions and gestures instead of to what is said.

*Developed by Joni Cohan, former Coordinator for Handicapped Services, Head Start Resource and Training Center.

The child with a hearing loss may also be extremely overactive and easily distracted; these are behaviors that you may notice right away because they present a problem to you. You need to observe the child very carefully if he behaves like this, to tell whether he has a hearing loss or some other problem.

Social-Emotional

In observing social-emotional development, a useful rule of thumb is to ask yourself, "Does the behavior interfere with the child's ability to explore, experiment, or engage in a wide range of learning experiences that promote good social, intellectual, and physical development? The teacher should be sure that the behaviors occur frequently or infrequently and in fact interfere with the child's optimum development.

The teacher should observe how the child interacts with adults, how the child interacts with other children, and the child's self-management skills. In daily working with a child, the teacher may think about some of the following questions (as examples):

- How does the child interact with adults? Does he characteristically, week after week:

  Resist separation from his parents? Cling excessively to certain adults in the preschool setting? Shy away from or act overly wary of new adults?

  Display an excessive number or variety of attention-getting behaviors?

  Manipulate adults through such tactics as dawdling, lavish displays of affection, nearly inaudible voice level, tantrums?

- How does the child interact with other children? Does he characteristically, week after week:

  Engage only in solitary or parallel play? Fail to initiate activities that draw other children to him?

  Disrupt other children's play?

  Flit from one play group to another, seldom settling in for any length of time?

- How about the child's self-management skills? Does he characteristically, week after week:

  Assume insufficient responsbility for self-help in putting on and taking off clothing, feeding and toileting himself, caring for his own possessions, putting away toys and materials, settling down at rest time?

  Fail to engage in purposeful activities when left to his own devices? Complain "I don't know what to do?"

  Refuse to enter into new situation, explore novel materials, experiment with different ways of using familiar materials? Appear overly frightened by dogs, loud noises and voices, sirens, storms and other unexpected stimuli?

  Exhibit few coping and problem-solving behaviors? Have a tantrum or give up too easily when confronted by a frustrating situation?

GUIDES FOR LOOKING AT CHILDREN IN THE HOME & CLASSROOM:
BEHAVIOR CHECKLISTS *

Introduction

People often want to know what kinds of things they should expect a child to be doing during the time he or she is in Head Start. One way of answering this question is to say that you might expect a Head Start child to do the things that most other children of the same age are doing. (For example, most four year olds can correctly point to their eyes, nose, mouth, ears, and many other parts of their body, so you might expect that, if asked, most Head Start children would do this also.) Another way of answering the question is to say that you should expect the child to keep on doing the things he or she is already doing (regardless of what most other kids of the same age can do), but also expect that new things will gradually appear. (Even if most other four year olds can point to many parts of their body, the four year old who can only point to his nose and mouth will probably need some time to learn to point to other body parts.)

Normal Course of Development

Both of these answers are accurate. It is important to know what to expect in the normal course of development. (A Developmental Scale of expected tasks for children 0-6 years is available through HSRTC. See Bibliography). However, it is also important to know that just because a child is not doing some, or many, things that other children of the same age are doing, you cannot expect that he or she should automatically be able to do those things. The progress may come about slowly.

The use of written guides when looking at children is one way of helping to understand what is expected in the normal course of child development. Also, written guides can help parents, teachers, specialists, and others to figure out specific things that a child seems to be able to do at a particular time.

What Are These Written Guides?

The guides are lists of things that most children can be expected to do at different ages. They are often called behavior checklists. These checklists have been put together

*This information (pages 8 to 16) was supplied by the Minnesota OCD/BEH Collaborative Project, St. Paul, Minnesota.

by people who have observed many different things about children as they develop during the early years of their lives. Some of these things include: 1) the way children talk, how they use words and make sentences; 2) the way children take care of themselves, how they put on clothes, eat, wash themselves, etc.; 3) the way children get along with other people, how they play with other children and respond to adults; 4) the way children coordinate their movements, how they walk, run, hold spoons, etc.

So now you have an inkling of what the behavior checklist is all about. It is a tool for you to use, to help you figure out what kinds of things you see children doing, and to help you chart or record these things in a meaningful way.

Continue reading. The following is some information we have put together, telling about some of the developmental areas that the checklist can help you look at, some of the reasons for using a behavior checklist, some ways to use a behavior checklist, and some cautions you might want to be aware of when using a behavior checklist.

SKILL AREAS

The following are the usual areas covered by currently available checklists.

Areas Included In Checklists

Cognition

Cognition relates to the ability to remember, to tell the difference between important and unimportant activities, to pay attention (attending) to important experiences, to recognize patterns like shapes and melodies, to recognize things in their correct order, to tell the difference between two things, to keep up with the speed of information being communicated, to not be distracted by background activity like noise, etc.

Examples:

a. Can compare three pictures (which one is bigger).
b. Can reassemble a circle which has been cut in four pie-shaped pieces.
c. Can imitate folding a six inch square of paper twice to form a triangle.

Motor

This area relates primarily to the movement and use of the large and small muscle groups of the body. Large muscles are those we use for walking (large leg muscles), lifting (usually back and shoulder muscles), throwing (the biceps, triceps, and back muscles), etc. These movements are called gross motor because they relate to muscle activity which doesn't necessarily call for precision. Small muscle movement (called fine motor) examples are working with fingers (tying shoes, writing, picking up marbles) or perhaps using the toes to make a letter in the sand.

Examples:

a. Catches an eight inch ball bounced to him from four to six feet away.
b. Prints simple words.
c. Climbs to playground slide and slides down.

Self-Help

Self-help skills relate to those activities we do which imply caring for ourselves, like eating and knowing which utensils to use (peas don't stay on a knife very well), being able to dress and get all the buttons buttoned (overlaps of course with fine motor above), bursning teeth, knowing how to use the toilet, or bathing oneself (and knowing how to use a washcloth or towel).

Examples:

a. Dresses self except tying.
b. Cleans up spills without help.
c. Uses toilet by himself without supervision.

Language

This area deals with symbols like words and pictures, and the use of writing tools to express ideas symbolically; with reading skills; knowing how symbols/pictures/words are used and what they mean; and being able to organize them in a way that is meaningful and which communicates your idea to someone else. Speech is included since it relates to the use of words to communicate. All of this comes out of experience, which is basic to language development. It is

diffucult to find a situation where language is not a part of this activity.

Examples:

a. Carries out three directions on request.
b. Listens to and tells long stories, sometimes confusing fact and fantasy.
c. Uses the prepositions in, on, beside, under, above, and below appropriately when asked to describe own body position (four positions).

Socialization

This area refers to appropriate and effective behaviors that involve living with other people. Almost all preschool behavior occurs with other people (parents, other kids, teachers, the family doctor, etc.), learning how to get along with others, what is right and wrong (you learn this from parents, teachers, your minister, etc.), what to do when company comes, how to play with other children without getting into too many fights--these are all examples of becoming socialized. Socialization is learned through imitating other people who are important to you, participating in activities where you want to learn how to do something, and by communicating with other people (hearing what they have to say and trying to make them understand what you want to say). And, of course, whether or not you get spanked, put in the corner, or are given a candy bar determines to a fair degree how much of this "social" behavior you will do again.

Examples:

a. When playing group games, waits and takes turns with minimum of external control.
b. Answers telephone efficiently.
c. Enjoys dressing up in adult clothes.

HOW TO USE A BEHAVIOR CHECKLIST

Before you or your staff use this approach, an in-service practice session and a follow-up in-service (perhaps one month later) is recommended.

1. Use one set of checklists (cognitive, motor, self-help, language and socialization) for each child to be observed.

2. Thoroughly review a checklist prior to using it so you know what behaviors you will be looking for. It is not necessary, however, to memorize the sequences of tasks on a checklist.

3. Start by looking at one child and at one skill area at a time. Practice this kind of observation with the idea that you are developing your own observation skills and understanding of developmental skills that are important.

4. Select those children who are having special learning needs as the children you will observe at the outset. A parent with more than one child might want to select the child who may be showing some special learning need.

5. Observe the child during normal activities in the home or classroom. Usually it is not necessary to set up a special activity which is different from the home routine or classroom curriculum.

6. Observe the child at different times, over several days, and during different activities.

7. Observation periods can be short--5 to 15 minutes at a time, or less.

8. Your prior knowledge of how well the child performs should help you to immediately narrow down the possible choices on a behavior checklist. In other words, it will usually not be necessary to start with item #1 and go through every item.

9. Score a plus (+) or check (✓) if a behavior given on a checklist occurs fifty percent (50%) of the time in a normal situation calling for that performance.

10. A plus (+) or check (✓) can be placed by a behavior on the exact date it is achieved or when observed during periodic skill assessment. Recording the date that the observation was made is important.

11. Move on to the next developmental area checklist, or observe other children using the same checklist.

12. Begin thinking how you might use the information you have gained through this careful observation. How might this information apply to what you want to teach the child next? How might it affect the way you teach a skill?

HOW TO USE A CHECKLIST TO SCREEN AN ENTIRE CLASS

1. Before you or your staff use this approach, an in-service practice session and a follow-up in-service review (perhaps one month later) is recommended.

2. Select one subject area to be observed (for example, language)

3. Assign five youngsters to each parent/teacher/aide to be casually observed for two or three days.

4. At the end of the observation period, have each observer complete the checklist for her/his five children.

5. Review each child's ckecklist with an appropriate consulting specialist (for example, speech clinician, child psychologist, special education teacher, etc.).

6. Repeat #1-#5 for the next subject area to be observed.

CAUTIONS

Just like all other tools or methods, a behavior checklist can be misused. Therefore, it is advisable to look at some cautions.

1. DO NOT USE A BEHAVIOR CHECKLIST AS A TEST TO COMPARE ONE CHILD WITH ANOTHER.

   A checklist should be used to determine the level at which the teacher and parent should begin working with each individual child.

2. DO NOT BECOME OVERLY CONCERNED WHEN YOU SEE THAT A CHILD IS NOT PERFORMING CERTAIN TASKS OR BEHAVIORS.

   Too much concern, without additional observations and possibly specialist evaluations can lead to "overteaching." Trying to force a child to learn will only result in more frustration for the child.

3. DO NOT TRY TO TEACH A SKILL AS IT IS GIVEN ON A CHECKLIST.

   Each skill can be broken down into many smaller tasks. The process of breaking down a skill into smaller tasks is called "task analysis".

4. DO NOT TRY TO OBSERVE ALL OF THE SKILL AREAS AT ONE TIME, OR IN ONE SITTING.

   This would be too confusing. And children do not display all skills at any one time. Try several observations of a child's behavior, during different activities and at different times of the day. This should make the observation process easier and more accurate.

5. DO NOT TRY TO SECOND GUESS THE CHILD.

   If you do not actually observe a child performing a skill, do not give him/her the benefit of the doubt when marking the checklist. Remember, checklists give a description of a child's behavior. A checklist is not a test, so a child cannot fail. "If you don't see it, don't mark it."

6. DO NOT EXPECT ALL CHILDREN TO FOLLOW THE WRITTEN ORDER OF THE CHECKLIST EXACTLY.

   For example, children may skip some behaviors completely or they may learn behaviors out of sequence.

7. DO NOT BE CONCERNED ABOUT THE AGE OF THE CHILD.

   If a child's behavior can be described by items on the checklists, then it is appropriate to use the checklists with that child, no matter what age. In other words, each child's educational program should be guided by an understanding of that child's skills and difficulties. You observe what he/she is doing and what he/she is not doing--and then you plan what you will do based on those observations.

USES FOR BEHAVIOR CHECKLISTS

1. AS A GUIDE TO THE NORMAL PROCESS OF CHILDHOOD DEVELOPMENT IN SUCH SKILL AREAS AS:

   - Cognition
   - Language
   - Social/Emotional
   - Gross Motor
   - Fine Motor

   A teacher's and parent's awareness of the normal sequence of skill development in each of these areas is important. It is even more important when the parent and teacher have responsibility for working with a child who has special needs which affect his/her ability to learn these sequences of skills.

2. AS AN OBSERVATION-SCREENING TOOL

   Behavior checklists can help guide and direct teacher and parent observations of behavior. This means going beyond a simple awareness of the behavior, to the actual use of a checklist by a teacher and/or parent to record the observed behavior. Behavior checklists can help you identify children who are having problems in one or several areas of development. This identification may then lead to referral of children to specialists. In this way, a great deal of specific behavioral information can already be available to the specialists at the time the child is seen.

3. AS A BETTER WAY TO DESCRIBE THE BEHAVIOR OF ANY CHILD

   A completed checklist describes the level of skill development a child has reached in each of the skill areas observed. No label is placed on a child when you use a behavior checklist.

4. AS AN EDUCATIONAL ASSESSMENT TOOL FOR CHILDREN WITH OBVIOUS SPECIAL NEEDS

   Behavior checklists help teachers and parents to make on-going educational assessments of a special needs child's strengths and weaknesses across many areas of development. Checklists are an equally good tool for the educational assessment of all children.

5. AS A GUIDE TO THE EDUCATION PLANNING/PROGRAMMING FOR ANY CHILD

   Checklist systems also provide educational guides. These can guide the teacher and parent in planning activities and learning experiences which are appropriate to each child's rate of growth and development.

6. AS A TOOL FOR EVALUATION OF THE PROGRESS OF ALL CHILDREN IN A PROGRAM

   As a straightforward evaluation approach, all children might be assessed at the beginning and end of the program year (perhaps in the middle of the year also) by using the behavior checklists. This assessment might provide information about the strengths and weaknesses of the children as a group, and could suggest where the curriculum is strong, where the curriculum may need modification, etc.

7. AS A TOOL TO ENHANCE COMMUNICATION BETWEEN ADMINISTRATIVE OR COORDINATOR LEVEL STAFF AND TEACHING STAFF; BETWEEN ALL HEAD START STAFF MEMBERS AND SPECIALISTS; BETWEEN HEAD START STAFF, SPECIALISTS, AND PARENTS

   Behavior checklists can help to direct everyone's attention to specific, identifiable behaviors when you are observing and/or talking about children. Checklists might help reduce some of the confusion that often results when different people, with differing points of view try to describe problem areas and strength areas of children.

SOURCES OF ADDITIONAL INFORMATION

Several excellent sources of information are available to assist the teacher and staff to develop their powers of observation. The reader is directed to the following materials:

- OBSERVATION SKILLS FOR CHILD DEVELOPMENT PERSONNEL by David Kurtz, Ph.D., Audio-Visual Services, Willard Building, the Pennsylvania State University.

  This kit consists of 6 filmstrips, cassette tapes, instructor's manual and a student workbook. It is a self-instructional, indepth training program for developing teacher observation skills. Kits are available for loan to Region III Head Start programs through the Head Start Resource and Training Center.

- OBSERVING AND RECORDING THE BEHAVIOR OF YOUNG CHILDREN: PRACTICAL SUGGESTIONS FOR TEACHING, Teachers College Press, Columbia University.

  This book gives concrete suggestions on how to record children's behavior and what to do with the finished product.

- OBSERVE, DEFINE, DEVELOP, EVALUATE (ODDE): A PROCESS FOR ASSESSMENT AND PROGRAM DEVELOPMENT by Nancy Backer Stark, Head Start Resource and Training Center, University of Maryland University College, Conferences & Institutes Division.

  The ODDE is an instructional module which provides a method of training Head Start staff in assessing the individual strengths and needs of the children in their classes. An optional video-tape accompanies the module and is available on loan from the Head Start Resource and Training Center.

SECTION II

SCREENING DEVICES

CHOOSING A SCREENING INSTRUMENT

The role of the preschool teacher is to provide carefully planned activities which are appropriate to the developmental level of the children. In order to do this, the teacher must have an idea of what to expect of the preschool child. He/she needs some understanding of developmental levels for the young child. In addition, the teacher must know just where his/her children are in their development.

Observation skills help to determine the functioning level of each child. Screening instruments and behavior checklists help focus teacher observation in order to gather more information in a shorter time. The information is often quite specific and covers a whole range of functioning: social, emotional, cognitive, gross and fine motor, language. These devices help to pinpoint each child's strengths and weaknesses. Both obvious and subtle differences in the children's functioning will be seen. By using such instruments and collecting ongoing data on the children's performance, the teacher will know exactly what skills each child has mastered, what skills the child is currently engaged in learning and whether the child is actually acquiring new skills. This is no easy task.

The following information on specific screening instruments and behavior checklists is offered in the hope of assisting programs in choosing appropriate measure to gather behavioral data on their children. Such instruments can be a great support to the teacher in his/her attempts to develop activities which correspond to the children's development.

There are literally hundreds of instruments to test and screen preschool children available on the market today. It is terribly difficult for staff to sort through this mountain and decide which, if any, are appropriate for their program. Some of the most often used instruments are listed here. They are grouped and annotated in an attempt to help programs choose and implement a device more wisely. No particular instrument is recommended because so much of the merit of an instrument derives from the program priorities, the needs of a specific group of children and staff and the way in which an instrument is used.

The annotated list is divided into two groups:

- screening for referrals
- screening for developmental levels

Following the annotated list is a section discussing how one Head Start program adapted a commercially prepared screening device to suit its own purposes.

SCREENING FOR REFERRALS

Introduction

These instruments are short instruments which are designed to be used on all children early in the year. They identify children who should be referred for further screening and spot suspected handicapping conditions. This group includes:

- Communicative Evaluation Chart
- Denver Prescreening Developmental Questionnaire (Denver PDQ)
- Developmental Indicators for the Assessment of Learning (DIAL)
- Developmental Screening Questionnaire for Preschool Children
- Observational Checklist for Referral

The following list contains information on the developer or distributor, the age range of children with whom it can be used, the method of administration, its aim, and the various subtests when appropriate.

Annotated List

COMMUNICATION EVALUATION CHART

Educators Publishing Service, Cambridge, Massachusetts

Age Range: 0 - 5 years

Administration: Individual checklist of items categorized by age; 5-10 minutes

Aim: Screening device that gives an impression of child's overall abilities

Subtests: Language
Physical Growth and Development
Motor Coordination
Visual-Motor Responses

DENVER PRESCREENING DEVELOPMENTAL QUESTIONNAIRE (DENVER PDQ)

LADOCA, Denver, Colorado

Age Range: 3 months - 6 years

Administration: Individual checklist consisting of ten age-appropriate questions arranged in chronological order; 5 minutes

Aim: Prescreening tool to select those children who should be further screened

DEVELOPMENTAL INDICATORS FOR THE ASSESSMENT OF LEARNING (DIAL)

DIAL, Inc., Highland Park, Illinois

Age Range: 2 1/2 - 5 1/2 years

Administration: Individually; 20-30 minutes

Aim: Developed in an attempt to identify children with potential learning problems. Intent is to help develop recommendations for intervention and/or remediation

Subtests: Sensory
Gross and Fine Motor
Affective
Social
Conceptual
Language

DEVELOPMENTAL SCREENING QUESTIONNAIRE FOR PRESCHOOL CHILDREN

Elizabeth Sharp, Tuscon, Arizona

Age Range: 3 - 5 years

Administration: Individual checklist - observation method

Aim: To identify children who have mental, speech, sensory, emotional, physical or developmental learning problems

Subtests: Language
Cognition
Self-Help
Social-Affective
Physical Health

OBSERVATIONAL CHECKLIST FOR REFERRAL

Dr. Joyce Evans, Austin, Texas

Age Range: Preschool

Administration: Individual checklist of problem behaviors/conditions

Aim: Designed to assist the classroom teacher in identifying those children in need of referral for additional testing and/or medical evaluation. Identifies children who might have problems that interfere with learning. Checklists are very specific and deal with problems teachers can easily identify. Manual gives good explanation of terms used and procedures to employ. Also has parent checklist available.

Subtests: Health
Vision
Hearing
Speech
Social/Emotional
Motor

SCREENING FOR DEVELOPMENTAL LEVELS

Introduction

These instruments are longer instruments which give the teacher indications of the developmental or preacademic skill level on which the child is functioning. They can be helpful in programming if they are administered in the beginning of the year and the teacher uses the information to correlate appropriate activities for the children. If the test is readministered three or four months later, the teacher can have some idea of the success of the programming.

This group is the largest group and has been divided into two parts: tests which stress developmental levels and tests which stress academic skills. The latter are often used to indicate if a child is ready for kindergarten. The division is anything but hard and fast and will be subjected to criticism. However, it seems helpful to give the Head Start teacher some indication of the emphasis in these instruments.

The instruments emphasizing general developmental levels include:

- Assessment by Behavior Rating
- Carolina Developmental Profile
- Denver Developmental Screening Test
- Developmental Profile
- Preschool Attainment Record
- Preschool and Kindergarten Performance Profile
- Southeastern Day Care Project Rating Forms
- Vallett Developmental Survey of Basic Learning Abilities

The instruments emphasizing preacademic skills include:

- ABC Inventory
- Basic Concept Inventory
- Boehm Test of Basic Concepts (BTBC)
- Cognitive Preschool Inventory (Caldwell)
- Screening Test for the Assignment of Remedial Treatment (START)

Annotated List

ASSESSMENT BY BEHAVIOR RATING

Elizabeth Y. Sharp, University of Arizona, Tuscon, Arizona

Age Range: 3 years - 5 years

Administration: Individual checklist

Aim: The overall purpose is to differentiate between a child's developmental strengths and weaknesses. This is a diagnostic instrument which can be used to evaluate children suspected of mental retardation, emotional disturbance, or a specific learning disability.

Subtests: Physical Development
Self-Help Skills
Language Development
Social and Emotional Development

CAROLINA DEVELOPMENTAL PROFILE

Kaplan Press, Winston-Salem, North Carolina

Age Range: 2 years - 5 years

Administration: Individual Booklet Form

Aim: Criterion-referenced behavior checklist designed to assist the teacher in establishing long-range objectives to increase developmental abilities. Checklist is designed to determine what tasks the child can and cannot accomplish.

Subtests: Fine Motor
Gross Motor
Visual Perception
Reasoning
Receptive Language
Expressive Language

DENVER DEVELOPMENTAL SCREENING TEST

LADOCA, Denver, Colorado

Age Range: 2 weeks - 6 years

Administration: Individual checklist - items can be administered or observed

Aim: Designed to assist in early detection of children with serious developmental delays. Contains 105 sequenced items. The norms indicate age at which 25%, 50%, 75% and 90% of the children successfully complete items.

Subtests: Gross Motor
Fine Motor Adaptive
Language
Personal-Social

DEVELOPMENTAL PROFILE

Psychological Developments, Aspen, Colorado

Age Range: 6 months - 12 years

Administration: Individual checklist - informant/interview technique; items can be administered or observed

Aim: Designed to provide an efficient and accurate instrument which multi-dimensionally measures the development of children. Provides enough information to assist in making programming decisions.

Subtests: Language
Cognition
Self-Help
Social-Affect
Physical Health

PRESCHOOL ATTAINMENT RECORD

American Guidance Services, Circle Pines, Minnesota

Age Range: 6 months - 7 years

Administration: Individual checklist - informant/interview method or direct observation

Aim: Provides an evaluation of the child's physical, social and intellectual functioning in a global appraisal. Provides information on child's usual behavior

Subtests: Ambulation
Manipulation
Rapport
Communication
Responsibility
Information
Idealism
Creativity

PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Reporting Services for Children, Ridgefield, New Jersey

Age Range: 3 years - 5 years

Administration: Individual Checklist - observation method

Aim: Evaluation scale of child's performance based upon teacher's direct observation. Points out areas and levels of development where child shows deficiencies and/or readiness for new learning.

Subtests: Social
Intellectual
Physical

SOUTHEASTERN DAY CARE PROJECT RATING FORMS

Southeastern Day Care Project, Atlanta, Georgia

Age Range: 0 - 6 years

Administration: Individual checklists - items can be administered or observed

Aim: Developed to provide quick feedback on individual needs. Helps to identify trouble spots as well as noting things the child can do. Items are indicators of normal development and are stated in terms of specific outcomes.

Subtests: Cognitive
Social-Emotional
Motor Skills
Hygiene and Self-help

VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES

Consulting Psychologists Press, Palo Alto, California

Age Range: 2 years - 7 years

Administration: Individual checklist

Aim: Evaluates various developmental abilities of child to aid in planning an individualized learning program

Subtests: Motor integration and physical development
Tactile discrimination
Auditory discrimination
Visual-Motor coordination
Visual discrimination
Language development and verbal fluency
Conceptual development

Annotated List

ABC INVENTORY

Research Concepts, Muskegon, Michigan

Age Range: 4 years - 6 years

Administration: Individually - approximately 10 minutes - easy to score

Aim: Designed to identify children who might have difficulty in kindergarten or not be ready for first grade

Subtests: Draw a man
Answer questions about characteristics of objects
Answer questions about general topics
Complete simple tasks with numbers and shapes

BASIC CONCEPT INVENTORY

Follett Educational Corporation, Chicago, Illinois

Age Range: 3 years - 10 years

Administration: Individually - 20 minutes - directions very explicit

Aim: Criterion-referenced test of basic concept usually considered essential to new learning situations. Deals with instructional and direction-giving words. Author claims list is especially useful with experientally deprived, emotionally disturbed, and mentally retarded

Subtests: Basic Concepts
Statement Repetition and Comprehension
Pattern Awareness

Note: Manual devotes some space to guiding teacher in seeking strategies for diagnosing and for planning strategies to meet child's needs

BOEHM TEST OF BASIC CONCEPTS (BTBC)

Psychological Corporation, New York, New York

Age Range: 5 years - 7 years - can be adapted down

Administration: Group administration - 20 minutes (in 2 sessions)

Aim: Picture test to check mastery of basic concepts considered essential to school success. Can be used for screening and as a guide for instructor.

Subtests: Quantity
Number
Space
Time
Miscellaneous

COGNITIVE PRESCHOOL INVENTORY (CALDWELL)

Educational Testing Service, Princeton, New Jersey

Age Range: 3 years - 5 years

Administration: Individually - approximately 10 minutes

Aim: Measures achievement in areas considered essential to school success

Subtests: One scale - assesses knowledge in following areas:

Personal-social responsiveness
Associative vocabulary
Number concepts
Awareness of sensory attributes
Ability to copy figures

SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENT (START)

Priority Innovations, Inc., Skokee, Illinois

Age Range: 4 years - 6 years

Administration: Designed for Group - 20 to 30 minutes - directions very clear

Aim: Designed to provide information concerning performance in skill areas essential for school success

Subtests: Visual Memory
Auditory Memory
Visual Copying
Visual Discrimination

ADAPTING A SCREENING INSTRUMENT *

Often a Head Start program must look at the available screening instruments and pick and choose from various ones. The process of choosing an instrument must be followed by adapting it to fit the needs of the particular program. The following things should be kept in mind when choosing an instrument.

- "Screening" and "observation" go hand in hand. Do the teachers have the prerequisite skills of being objective observers of the child's behavior?
- Can the screening be done during the normal classroom routine, or does the child have to be taken aside?
- Does the staff have a basic knowledge of normal child development? This is necessary in order to know if a child's development is outside the normal limits.
- Does the screening cover all areas of child development - social, emotional, mental, physical?
- What will the staff do after a child is screened? Is there any plan for prescriptive teaching? Are consultants available when necessary?
- How often will the children be screened?
- Who will do the screening? Will those persons participate in a training session so that all will be using the instrument in the same way?
- Does the staff understand why screening is done?
- When is the best time (or times) during the day to observe children?
- Will more than one person screen the child? Should the main observer be the child's teacher or an outsider?
- Have parents been informed of the screening process and of the results?
- Will screening become part of the child's record?

* Developed by Joni Cohan, former Coordinator of Handicapped Services, Head Start Resource and Training Center

INTERVIEW WITH PROGRAM DIRECTOR

The following conversation was held between Diana Rich, Director of the Kent-Queen Anne's-Talbot Head Start and Joni Cohan of the HSRTC. The Head Start program has recently adapted its own screening instrument.

- WHAT MADE YOU DECIDE TO DEVELOP YOUR OWN SCREENING INSTRUMENT?

  Rich: We actually decided to adapt and expand an instrument we had been using since 1973 - the Southeastern Day Care Project Rating Scale. We didn't want to completely change instruments because the teachers were already familiar with this scale. We needed to figure out how to make that scale more usable.

- IN WHAT WAYS DID YOU ATTEMPT TO MAKE A MORE USABLE INSTRUMENT?

  Rich: There seemed to be no logic in the use of the SDCP Scale. It was something the teachers had to do, a sort of exercise done at the beginning and end of each year. The instrument needed to mean something to the teachers.

  Also, we had bits and pieces of information on each child. We were storing anecdotal observations, daily plans, and screening information in different places. As our Corsolidated Management Review (program evaluation) found, this scattered information made it difficult to do individual planning.

- HOW DID YOU GET THE MATERIALS MORE ORGANIZED?

  Rich: I arranged the checklist in a tabular form. That way, a teacher could look at a single page and see where the whole class and each child is in a certain developmental area. The teachers could easily enter in their observations and get a picture of the class and individual progress. It was mostly a matter of my condensing the SDCP Scale into one page.

- IF YOU DID THAT, HOW DID THE TEACHERS GET INVOLVED IN THE PROCESS?

  Rich: Once you find out a child has a certain problem, what steps do you take? -- this is where the staff enjoyed their involvement.

We had a two-day session in October and divided the entire staff into groups of three or four. By the way, the groups were made up of people from different centers and with different skills. Each group was given lists of items from the rating scale. I made sure that each group got a mixture of items by developmental area and age group.

Anyway, each group came up with strategies of classroom activities that would correspond to different levels of behavior. They sat and brainstormed over what they were already doing in the classroom and what they could do.

- DID THE STAFF NEED MUCH HELP IN COMING UP WITH IDEAS?

Rich: Nobody was stuck. I was blind as to what to expect, but everyone tackled the session with enthusiasm and fun. We actually had to edit down rather than add to the ideas.

- WHAT HAVE BEEN SOME RESULTS OF THAT SESSION?

Rich: The staff now sees a direct connection between what they've measured and what they can do about it. The teachers have created the next step themselves. There's not someone telling them what to do. The teachers are the experts because they've planned it.

Also, now that the instrument has been printed, the teachers can't get over that this professional-looking booklet is something they've actually created.

- NOW THAT IT IS PRINTED, DO YOU LOOK AT THE INSTRUMENT AS FINAL?

Rich: I'm not convinced this is the final answer, but the way teachers are using it helps them to look at behavior as an example of where a child is. The teachers can better see what to work on in class.

- IF YOU HAD IT TO DO OVER AGAIN, WHAT WOULD YOU HAVE DONE DIFFERENTLY?

Rich: I would have liked to have spent more time on the original items on the SDCP Scale. I don't think the items give a wide enough range of what's happening in our program.

I think the staff themselves would be excellent in expanding or changing the items in much the same way they came up with the strategies. We may do that for a future revision!

KENT-QUEEN ANNE-TALBOT HEAD START RATING SCALE

Introduction

One section of the adapted Southeastern Day Care Project Rating Forms is reproduced here.

It includes the following:

- The directions used by Kent-Queen Anne-Talbot (KQAT) Head Start staff
- Summary classroom score sheet for 3 year olds
- List of tasks and their definitions for 3 year olds
- Strategies for 3 year olds
- Individualized Planning Form

The Kent-Queen Anne-Talbot instrument contains similar sections for each age level from two years to four years.

USING THE KQAT RATING SYSTEM FOR GROUP AND INDIVIDUAL PLANNING

Enter children's names at the top of the rating form. Following instructions given for each item, place a mark in the box of each child who is able to demonstrate the behavior. Leave the box empty if the answer is "no".

The center teacher is responsible for carrying out the rating system. Other staff and volunteers may assist.

The first rating is to be completed by October 31.

The second rating is to be completed by January 31.

The third rating is to be completed by March 31.

The fourth rating is to be completed by May 31.

Planning

If several children rate "no" on an item, address in daily plan book. Consult "Strategies", beginning on page 33 for suggestions.

When one child, or very few children rate "no" on an item, complete Individualized Planning form. Sample on page 32. Select "strategies" suitable for use with individuals or small groups, beginning on page 33.

Follow-Up

A three-year old who rates "yes" on 18 or more items should also be rated on the 4-5 rating scale.
A three-year old who rates "yes" on 8 or fewer items should be rated on two-year old scale and be referred to the director for consultant evaluation.
A four-year old who rates "yes" on 15 or fewer items should be rated on a three-year rating scale and referred to the director for consultant evaluation.

Any child whose rating or behavior is a cause of staff concern for any reason should be referred for consultant evaluation no later than November 30. Staff observations and strategies tried or currently in use should be recorded on Individualized Planning form prior to referral.

THREE YEAR OLDS Fill in box when answer is yes Leave box blank for no.	CHILD's NAME																	
	DATE																	
1. Compares size																		
2. Counts three																		
3. Dramatizes																		
4. Uses plurals																		
5. Converses																		
6. Sings																		
7. Knows name																		
8. Names pictures & tells action																		
9. Plays beside																		
10. Plays with																		
11. Helps																		
12. Knows & relates to own sex																		
13. Assembles																		
14. Builds																		
15. Copies circle																		
16. Builds tower																		
17. Jumps in place																		
18. Walks down stairs																		
18. Balances																		
20. Throws ball overhead																		
21. Is toilet trained																		
22. Uses toilet alone																		
23. Dresses																		
24. Puts on shoes																		
25. Feed alone																		
26. Washes hands																		

TASKS FOR THREE YEAR OLDS

Cognitive

1.	Compares size	Extends "matching" concept to size, as "big" or "little". Comparisons may be easy, but should be verbalized. Child chooses between two items; "Show me the little block" (spoon, doll, etc.) "the big block".
2.	Counts three	Extends concept of counting to three. Understands process of counting beyond two. May rote count beyond this. Ask child to "hand me three pieces of candy from the bowl" (or three blocks from the pile.)
3.	Dramatizes	Acts out. singly or with others, simple stories, Mother Goose rhymes and characters and scenes. Acts out role playing. May make up from book or story that group has been reading.
4.	Uses plurals	Take into account that the 's' sound may be different if the child comes from a different cultural or language background.
5.	Converses	In short sentences, answers questions, gives information, repeats, uses language to convey simple ideas.
6.	Sings	Sings short snatches of songs. Songs such as "Happy Birthday" or "Jingle Bells" pass. At least one chorus or verse.
7.	Knows name	Gives first and last name.
8.	Names pictures and tells action	Names pictures, and on request tells the action; i.e., "Baby is sleeping". Or can identify the usage of things in the pictures; "Show me the one you wear". Should be familiar things or actions within the child's experience. Does not have to connect actions into a story.
9.	Plays beside	Plays singly with sustained interest along side or among other children or with adults, pets, or belongings with little disturbance or disturbing.
10.	Plays with	Interacts with another child or children. Interpersonal play with other children, pets or adults.

11.	Helps	Helps at little household tasks or errands. Child puts away toys or helps set table when asked.
12.	Knows and relates to own sex	Can respond correctly to "Are you a boy or a girl?"

Motor Skills

13.	Assembles	Puts simple parts together not requiring much skill. Child puts things together such as puzzles, toys.
14.	Builds	Uses simple building blocks, color blocks, construction toys. Shows imagination. Child builds something in sand, builds with blocks, toys.
15.	Copies circle	Draws a circle, usually from copy. Can be recognized as a circle. Does not have to be closed.
16.	Builds tower	Stacks blocks eight high in imitation of one built by teacher.
17.	Jumps in place	Child does so on command or in imitation. Jumps on both feet.
18.	Walks down stairs	One step per tread. Child does so without adult help. May use hand rail.
19.	Balances	On one foot for one second.
20.	Throws ball purposefully over hand	Distance, direction and accuracy not essential, but should be more than grossly random.

Hygiene and Self-Help

21.	Is toilet trained	Exercises bladder and bowel control. Occasional accidents may happen.
22.	Uses toilet alone	Cares for self at toilet, goes to toilet alone without help, knows papering. Pulls up and pulls down own clothes but may require help.
23.	Dresses	Puts on coat or dress with help on hard parts, but need not button.

24.	Puts on shoes	Puts on shoes, not tied. Verbal directions permitted.
25.	Feeds alone	Feeds self well alone.
26.	Washes hands	Washes and dries hands acceptably unaided.

STRATEGIES FOR THREE YEAR OLDS

1. Compare sizes

   a. Using large and small blocks form two groups each working with a different size. Let groups compare sizes, could be a counting experience to compare the number of blocks used in each group. Stack the blocks to compare sizes.
   b. Using jars - different sizes placing them side by side and compare size.
   c. Using children - let child stand together with others to find out who is taller and who is shorter.
   d. Take a walk to compare sizes of buildings, trees, cars, cows, bushes, etc.

2. Counts to three

   a. Finger games/play: Fish alive, song and finger play, Thumpkin
   b. Use colored counting blocks starting with three
   c. Counting through music using special record that counts
   d. Oral counting group activities, counting children as they arrive
   e. Counting cups of milk at noon or snack time

3. Dramatizes

   a. Ask child to take a role in the housekeeping corner one day and assign another role in the corner next day
   b. Read nursery rhymes and have the children act out what is in the rhymes.
   c. Read a story and have the children act out parts of the story.
   d. Show film strip about people and have the children try to look like some of the people in the film.
   e. Have children make happy faces, sad faces, try to look surprised, try to look scared.

4. Uses Plurals

   a. Use flannel board to show single block and more blocks
   b. Use singulars and plurals when setting table for snack and lunch

c. Use songs (body part) "I've Got Two Eyes", Head, Shoulders, Knees, Toes
d. Draw pictures of faces so the children can pick out eyes, nose, etc.

5. Converses

a. Dramatic play in housekeeping area: let child take a role
b. Sing songs such as "Good Morning Song".
c. Take field trip to a pumpkin farm and let children discuss this trip, use teacher as model.
d. Story time; give children several books, let them choose, talk with each other, ask questions.

6. Sings

a. Records - nursery rhymes, songs that tell a story, finger play, hand motion.
b. Opening: sing all together around the circle "Where is Johnny, Where is Johnny, There he is..." "Good Morning to You"
c. Lunch time: make up songs about food, sing the grace
d. Circle Games: "Ring Around the Rosie", "Little Sally Ann", "Pop Goes the Weasel", "All Around the Mulberry Bush".

7. Knows name

a. Songs - Giving names of each child
b. Have child name child beside him or her.
c. Game: My Name Is, sounding out name by clapping
d. Name cards
e. Print child's name on art work

8. Names pictures, tells action

a. Large picture story books - Dr. Seuss
b. Posters - Sesame Street - teaching posters - supermarket - mother and baby
c. Sequence puzzles - Johnny Blowing Up Balloon, Seasons
d. When you see some type of action in a picture, i.e., running, ask a child to get up and do the action.

9. Plays beside

a. Find out the child's interests
b. Find a child that he likes and let them be beside each other during activities, field trips, and during lunch and snacks
c. Let child bring in something from home and share it with others i.e., pet, story book, toys
d. Let children set the table for lunch; let an aggressive child and a shy child do it together.

10. Plays with

    a. Encourage group activities ring games, Hokey Pokey, Little Sally Ann, Duck Duck Goose, Moving games, my hands are high, under the stick.
    b. Use dramatic corner-store front for a puppet show.
    c. Bring pets for show and tell
    d. Teacher take part in games

11. Helps

    a. Encourage child to help serve snacks and clean up later.
    b. Help dole out towels in the bathroom.
    c. Help tidy up the center.
    d. Help set up art materials, show approval for the help.

12. Knows and relates to own sex

    a. Identify pictures in magazines
    b. Line up for bathroom
    c. Use pronouns - his, hers, he, she, etc., in conversation.

13. Assembles

    a. Lego - building houses, animals, etc.
    b. Simple puzzles
    c. Assemble blocks
    d. String beads

14. Builds

    a. To start block use, teacher builds next to the child.
    b. Combine blocks with props such as trucks, cars, and tractors.
    c. Build towers with unit blocks
    d. Use sand table for building

15. Copies circle

    a. Get the feel of the circles in the feel box with shapes of circles in different sizes
    b. Action record: Can You Show Me a Circle?
    c. Find circles in magazines, around the center, bring some circles in from home.
    d. Copy magic circles with finger in the air
    e. Trace circle shapes on paper
    f. Follow the leader walking in circles from the largest to as small a circle as all can possibly squeeze into.

16. Builds tower

a. Teacher build a tower or have a four year old work with the child.
b. Have child stack books to carry to the table at reading time.
c. Have two three-year olds build invididual towers to see whose can grow the tallest
d. Work with Lego, Lincoln Logs, and blocks, leaning them against the wall for support.

17. Jumps in place

a. Teacher and Aide each hold a hand and jump with the child.
b. Act out Jack Be Nimble, Jack Be Quick, using a block for the candle.
c. Play follow the leader.
d. Simon Says.

18. Walks down stairs

a. Use rocking boat steps
b. Use balance beam as a step
c. Climbing on the jumgle gym
d. Hop and skip games marching games & clapping hands

19. Balances

a. Hopping on one foot
b. Using the balance beam
c. Walking with a book on the head
d. Skipping

20. Throws ball purposefully over hand

a. Throwing ball to each other, kicking, rolling, bouncing
b. Circle games - (hot potato)
c. Passing ball over head
d. One-hand throwing from child to child in huge circle for outside play.

21. Is toilet trained

a. Keep asking child from time to time, "Do you have to go to the bathroom?"
b. Introduce him to toilet
c. Send children to toilet together so others can learn from child.
d. Teach child to handle clothing.

22. Uses toilet alone

a. Go as a group and as frequently as possible
b. Treat it as "health in the classroom"
c. Use proper words
d. Use praise

23. Dresses

a. Action song: Dress, Dress, Dress Ourselves, Mulberry Bush i.e., This is the way we put on our coat ZIP...
b. Dapper Dan Doll snaps, zips, and laces
c. Dress-up play
d. Coat fastening contest with four year olds to get into the swing of things.
e. Praise and lots of help.

24. Puts on Shoes

a. Dress-up in free play
b. Plan game that requires taking off shoes: Diddle Diddle Dumpling, Run and slide in the socky feets
c. Put on shoes after rest
d. Draw around bare foot - shoe off, use foot prints later for wall decoration and counting.
e. Go through steps with child: loosen laces, put toes in, etc.

25. Feeds Alone

a. Teacher, aide and volunteers take turns sitting next to the child at noon time.
b. Construct meal time in such a way that it is a time to eat and not play time.
c. Model use of paper napkin
d. Model correct use of eating utensil

26. Washes hands

a. Each child in the center should be individually shown how to wash the hands, i.e., wet the hands, soap and scrub tops and the palms of the hands, and then rinse them.
b. Dramatic play - have child wash doll's hands, give them water to play in.
c. Fill sink up with soap and water, let the children play in the suds.
d. Get a big glass jar and let the children see how the dirt settles from their sink water and praise them for a job well done.

CHILD'S NAME: _____

DATE & STAFF INITIALS	"NO" ON RATING ITEM NUMBER AND/OR STAFF OBSERVATION	PLANNING: (WHAT, WHO, WHEN)	EVALUATION: (RESULT, NEXT STEP)

SECTION III

DIAGNOSTIC/PRESCRIPTIVE INSTRUMENTS

DIAGNOSTIC/PRESCRIPTIVE INSTRUMENTS

Introduction

The instruments described in this section go a step further than those described previously. They encompass the first three steps of the process of individualizing:

- assessing the child's needs
- developing objectives or goals for each child
- developing and implementing specific activities to accomplish these goals

They do not stop at the first step but actually outline specific activities for the teacher.

They are, by necessity, more detailed. When one of these programs is used, the teacher can pinpoint the specific skill development of a child in various areas. He/she can also know the corresponding activities to help that child reach the next skill level.

Because they are so specific, however, they take much longer to administer and usually involve some degree of careful record keeping. If a program decides to use any of these materials, it is advised that they do careful planning so that teachers know how to use the material and feel comfortable with the items. Otherwise, discouragement and frustration will set in and the instrument will become a burden instead of an aid.

Often program specialists such as education specialist or handicapped specialist can use these materials with individual children who are presenting problems or who have pronounced developmental lags. For example, a mild cerebral palsied child will have lags in motor development. It might be helpful for the specialists to use the motor development section of one of the following kits and then advise the teachers of the suggested activities for the skill level in which the child performs.

Once again, all the cautions and suggestions given in the preceding sections on use of screening and devices and behavior checklists apply to the use of the diagnostic/prescriptive programs outlined here.

This group includes:

- Behavioral Developmental Profile
- Learning Accomplishment Profile (LAP)
- Memphis Comprehensive Developmental Scale
- Meyer Childrens' Rehabilitation Institute Teaching Program For Young Children: Manual I Skills Sequence Checklist
- Portage Guide to Early Education
- Primary Education Project

Annotated List

BEHAVIORAL DEVELOPMENTAL PROFILE

Department of Special Education, Marshalltown, Iowa

Age Range: 0 - 6 years

Administration: Individual Checklist

Aim: Criterion-referenced instrument designed to measure development of handicapped and culturally deprived children and to facilitate individualized teaching.

Subtests: Communication
Motor
Social

Note: Designed to be used together with Behavioral Prescription Guides which list in sequential steps appropriate behavioral objectives and activities to accomplish objectives.

LEARNING ACCOMPLISHMENT PROFILE (LAP)

Chapel Hill Training Outreach Project, Chapel Hill, North Carolina

Age Range: 0 - 6 years

Administration: Individual checklist - observation method

Aim: Focuses on identification of developmental level of child. Provides information about specific level of child's performance on a detailed sequential order of developmental tasks.

Subtests: Gross Motor
Fine Motor
Social
Self-Help
Cognitive
Language

Note: Designed to be used with Learning Activities, a set of 295 sequenced activities.

An unpublished shortened form of the LAP (the Smithfield Revision) is available through the Head Start Resource and Training Center.

MEMPHIS COMPREHENSIVE DEVELOPMENTAL SCALE

Fearon Publishers, Belmont, California

Age Range: 0 - 5 years

Administration: Individual checklist - observation method

Aim: Designed to assist teachers in finding a child's present level of functioning. Scale is arranged according to age in each of the five areas. The scale provides the basis for programming and offers structure and meaning to the programming process for each child.

Subtests: Personal-Social Skills
Gross Motor Skills
Fine Motor SKills
Language Skills
Perceptive-Cognitive Skills

Note: Designed to be used with the Skill Assignment Record which is a detailed account of the skills the child will be taught to bring him up to his proper developmental level and the Continuous Record which records progress and also indicates what further skills should be taught.

MEYER CHILDRENS' REHABILITATION INSTITUTE TEACHING PROGRAM FOR YOUNG CHILDREN: MANUAL I SKILLS SEQUENCE CHECKLIST

Council for Exceptional Children, Reston, Virginia

Age Range: 3 years - 6 years

Administration: Individual checklist - observation method

Aim: Device for determining the instructional level in areas of the curriculum and a method for monitoring the progress of the child through the curriculum

Subtests: Loco/Motor, Upright Positional Skills
Physical Therapy
Self-Help, General
Language Reception
Language Expression
Personal-Social Interaction
Body Awareness
Pre-academic Memory and General Information
Pre-academic Visual Motor Perception

Note: This checklist is designed to be used with a list of behavioral objectives related to checklist items and suggestions for implementing prescriptive teaching in daily program activities.

PORTAGE GUIDE TO EARLY EDUCATION

Portage Project, Portage, Wisconsin

Age Range: 0 - 5 years

Administration: A checklist identifying behaviors a child is not exhibiting

Aim: Designed to establish which skills a child does not have. These correspond to tasks and activities in a card file.

Subtests: Cognition
Self-Help
Motor
Language
Socialization

Note: The checklist is to be used in conjunction with the behaviors and activities sequences in a card file.

PRIMARY EDUCATION PROJECT

Learning Research and Development, University of Pittsburgh

Age Range: Preschool

Administration: Placement tests in each curriculum area are administered to each child.

Aim: Designed to provide identification of skill level of each individual child to allow for development of skills from that level. Activities are provided for each skill level.

Subtests: Classification
Quantifications
General Motor
Visual Motor

Note: To be used with the curriculum which is self-instructional and allows each child to work at his own rate.

SECTION IV

APPENDICES

PUBLISHER'S LIST

ABC INVENTORY

Research Concepts
1368 E. Airport Road
Muskegon, Michigan 49444

$2.00 specimen set

ASSESSMENT BY BEHAVIOR RATING

Elizabeth Y. Sharp
Department of Special Education
University of Arizona
Tuscon, Arizona 35721

$3.00 specimen set
$ .25 plus postage

BASIC CONCEPTS INVENTORY

Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

$3.60 manual
$3.60 picture cards

BEHAVIORAL DEVELOPMENTAL PROFILE

Marshalltown Project
Preschool Division
Area Education Agency #6
507 East Anson
Marshalltown, Iowa 50158

$6.00 for each prescription manual
$3.00 specimen set

BOEHM TEST OF BASIC CONCEPTS

Psychological Corporation
304 East 45th Street
New York, New York 10017

CAROLINA DEVELOPMENTAL PROFILE

$ .75 each

Kaplan Press
600 Jonestown Road
Winston-Salem, North Carolina 27103

COGNITIVE PRESCHOOL INVENTORY

Educational Testing Service
Princeton, New Jersey 08540

COMMUNICATIVE EVALUATION CHART

Educator's Publishing Service
75 Moulton Street
Cambridge, Massachusetts 02138

$ .25 each

DENVER DEVELOPMENTAL SCREENING TEST
DENVER PRESCREENING DEVELOPMENTAL QUESTIONNAIRE

LADOCA
East 51st and Lincoln Streets
Denver, Colorado 80216

$4.00 manual
2.00 for 100 copies
Spanish version available

DEVELOPMENTAL INDICATORS FOR THE ASSESSMENT OF LEARNING (DIAL)

Random House Educational Systems Division
201 East 50th Street
New York, New York 10022

DEVELOPMENTAL PROFILE

Psychological Developments Publishers
P.O. Box 3198
Aspen, Colorado 81611

DEVELOPMENTAL SCREENING QUESTIONNAIRE FOR PRESCHOOL CHILDREN

Elizabeth Y. Sharp
Department of Special Education
University of Arizona
Tuscon, Arizona 35721

LEARNING ACCOMPLISHMENT PROFILE (LAP)

Kaplan Press
600 Jonestown Road
Winston-Salem, North Carolina
27103

$2.00 Individual profile
2.50 manual
10.00 Learning Activities
150.00 kit

MEMPHIS COMPREHENSIVE DEVELOPMENTAL SCALE

Fearon Publishers
6 Davis Drive
Belmont, California 94002

$4.00 forms plus guide

MEYER CHILDRENS' REHABILITATION INSTITUTE
TEACHING PROGRAM FOR YOUNG CHILDREN:
MANUAL I SKILLS SEQUENCE CHECKLIST

Head Start Information Project
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

$4.25

OBSERVATIONAL CHECKLIST FOR REFERRAL

Dr. Joyce Evans
Southwest Educational Developmental Laboratory
211 East 7th Street
Austin, Texas

PORTAGE GUIDE TO EARLY EDUCATION

CESA 12
Portage Project
Box 564
Portage, Wisconsin 53901

$32.00
complete set:
behavior checklist
card file, manual

PRESCHOOL AND KINGERGARTEN PERFORMANCE PROFILE

Educational Performance Associates
563 Westview Avenue
Ridgefield, New Jersey 07657

$4.50 specimen set

PRESCHOOL ATTAINMENT RECORD

American Guidance Services, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

$1.85 specimen set

PRIMARY EDUCATION PROJECT

Walker Educational Book Corporation
720 Fifth Avenue
New York, N.Y. 10019

SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS (START)

Priority Innovations, Inc.
P.O. Box 782
Skokee, Illinois 60076

$ 3.50 specimen set
$29.00 kit

SOUTHEASTERN DAY CARE PROJECT RATING SCALE
IN EVALUATING CHILDREN'S PROGRESS

Day Care and Child Development Council of America
1012 14th Street, N.W.
Washington, D.C. 20005

$3.50

VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES

Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

$1.25 specimen set
$10.50 examiner's kit

BIBLIOGRAPHY

CSE-ECRS PRESCHOOL/KINDERGARTEN TEST EVALUATIONS

Edited and prepared by Ralph Hoepfner, Carolyn Stern and Susan G. Nummedal, UCLA Graduate School of Education, Los Angeles, California, 1971

EARLY CHILDHOOD EDUCATION FOR EXCEPTIONAL CHILDREN - A HANDBOOK OF IDEAS AND EXEMPLARY PRACTICES

Edited by June B. Jordan, Alice H. Hayden, Merle B. Karnes, Mary M. Wood, The Council for Exceptional Children, Reston, VA, 1977

EVALUATION BIBLIOGRAPHY Tadscript #2

Publication of the Technical Assistance Development System University of North Carolina, 1973

LANGUAGE DEVELOPMENT TESTS: AN ANNOTATED BIBLIOGRAPHY

Prepared by Pamela Rosen and Eleanor V. Horne, Head Start Test Collection, Educational Testing Service, Princeton, N.J., 1971

SCHOOL READINESS MEASURES: AN ANNOTATED BIBLIOGRAPHY

Prepared by P.D. Guthrie and Eleanor V. Horne, Head Start Test Collection, Educational Testing Service, Princeton, N.J., 1971

SCREENING AND ASSESSMENT OF CHILDREN: AN ABSTRACT BIBLIOGRAPHY

ERIC Clearinghouse, University of Illinois, 1975

A SELECTED LISTING OF INSTRUMENTS FOR SCREENING AND ASSESSMENT: BIBLIOGRAPHY FOR PRESCHOOL CHILDREN WITH HANDICAPS

Prepared by La Delle Olion and Geraldine Rodabaugh, Head Start Technical Assistance and Management System, Chicago, Illinois.

TEST ANALYSIS: SCREENING AND VERIFICATION INSTRUMENTS FOR PRESCHOOL CHILDREN, VOLUME I

Prepared by Cynthia F. Strully, Project Connect, 1-A North Progress Ave., Harrisburg, Pennsylvania, 1977.